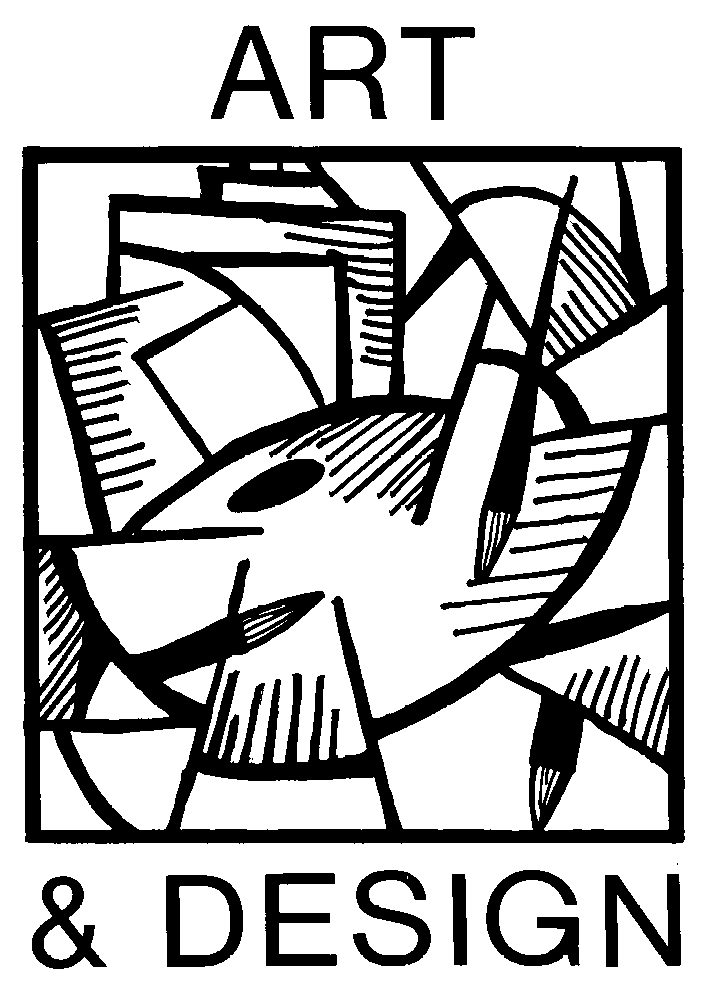
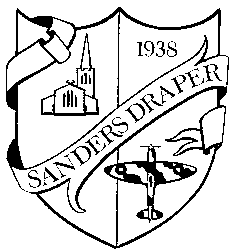
**GCSE Art & Design 2009+**

**Assessment**

**COURSEWORK 60% EXTERNALLY SET ASSIGNMENT 40%**

Student Name: ………………………… Class: ……… Teacher Name: ……………………………… Date: …………………

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| **Assessment Objective 1** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Develop** their ideas  through  investigations  informed by  contextual and  other sources,  demonstrating  analytical and cultural  understanding | Ideas from a given  starting point are  partially developed  with attempts at  researching the work of others. | Straightforward  ideas are considered  from a few starting  points, informed by  an emerging critical  understanding, in  response to a range  of sources. | Own ideas provide  a starting point  and are developed  using sufficient skill,  based on adequate  research. Analysis  of own and others’  work shows a  degree of critical  understanding. | A diverse range  of ideas is being  explored with  exciting and  imaginative  developments.  Personal, refined  judgment conveys  understanding  of more complex  issues. | Imaginative  ideas supported  by perceptive,  sustained  investigations.  Independent,  sensitive insights  are supported by  skilful use of critical  understanding. |  |
| exploring the potential of the theme | | | | | |  |
| Independent research and relevant contextual analysis. | | | | | |  |
| contextual sources – gallery/field trips/visits from guest artists to develop analytical understanding. | | | | | |  |

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| **Assessment Objective 2** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Refine** their  ideas through  experimenting and  selecting appropriate  resources, media,  materials, techniques  and processes | Minimal exploration  of resources  and processes appropriate to ideas. Literal and hesitant experimental development. | Adequate selection and experimentation.  Ideas show some  refinement through  more appropriate use of resources and processes. | Appropriate,  sometimes  predictable, selection  and experimentation  with a broadening  range of resources  and processes. | Effective, coherent  selection,  experimentation  and exploration  of the potential  and limitations  of processes and resources. | Insightful and in-depth review, resulting in creative and imaginative developments.  Recognises the  full potential  of materials,  techniques and processes selected. |  |
| learning how to generate and develop ideas | | | | | |  |
| Exploring selected materials and experimenting with relevant media and methods. | | | | | |  |
| Selecting ideas for effective development. | | | | | |  |
| Producing a range of rough trials, test pieces, thumbnails, swatches, storyboards etc | | | | | |  |
| ongoing critical and analytical review of progress; refinement of work. | | | | | |  |

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| **Assessment Objective 3** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Record** ideas,  observations and  insights relevant to  their intentions in  visual and/or other  forms | Inconsistent use of  visual/other forms  and any writing  where included,  with minimal  use of first hand  materials. Recording  shows elementary  connection to  intentions. | Some focus and  relevance to  intentions with  adequate use of  visual/other forms.  Recording of ideas,  observations and  expression of any  specialist terms often  unrefined. | Relevant selection  in recording from  sources, using  growing technical  control, including  expression of  specialist terms  where included,  to support and  communicate the  intention in their  ideas with visual/  other forms. | Selecting and  recording from  sources is  purposeful, relevant  and clear. Assured  use of visual/other  forms, consistent  command of skills,  techniques. Any  specialist terms  are expressed  accurately. | Perceptive grasp  of ideas and issues  recorded, evidenced  through sustained,  comprehensive  and creative use of  visual/other forms.  Any specialist  terms are used  appropriately and  are expressed highly  accurately. |  |
| Exploring relevant primary sources and appropriate media | | | | | |  |
| Exploring relevant secondary sources and appropriate media | | | | | |  |
| formal elements/visual language; developing skills in the use of media | | | | | |  |
| developing own visual language; extending range and depth of skills. | | | | | |  |
| Developing a personal interpretation of theme. | | | | | |  |

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| **Assessment Objective 4** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Present** a  personal, informed  and meaningful  response  demonstrating  analytical  and critical  understanding,  realising intentions  and, where  appropriate,  making  connections  between visual,  written, oral or  other elements. | Presentation of  evidence shows  little connection  to sources, with  partial realisation of  intentions through a  personal response. | Deliberate and  methodical  responses lead to  adequate realisation  of intentions, the  personal response  showing superficial  connections with  ideas and sources. | Work presented  shows emerging  individual qualities  and intentions  are appropriately  realised. Personal  responses  demonstrate  connections  between sources  and contexts. | Produces  skilful, personal  outcomes  showing  consistent  application,  knowledge and  understanding.  Effective  and diverse  connections are  made in realising  intentions in  a coherent  outcome. | Intentions are  fully realised  through personal  outcomes,  demonstrating  original,  imaginative,  inventive and  exciting qualities,  with highly  appropriate  connections  between  elements. |  |
| Presenting a final personal outcome for your theme. | | | | | |  |
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| **Course Elements** | **Grades** | **U** | **G** | **F** | **E** | **D** | **C** | **B** | **A** | **A\*** |
|  |  |  |  |  |  |  |  |  |
| Coursework (60% of total grade) | 80 |  |  |  |  |  |  |  |  |  |
| Externally Set Assignment (40% of total grade) |  |  |  |  |  |  |  |  |  |